

# How do Children Approach Learning?

Ready Kids Conference

June 2014

Louisville, KY

# Today's Objectives

When you leave today, you will be able to:

- \* Understand the impact of children's approaches to learning has on the future for children's success
- \* Identify the Approaches to Learning and how the KY Early Childhood Standards includes them.
- \* Demonstrate at least 3 strategies to use in your classroom to promote children's approaches to learning
- \* Share resources with parents about how children approach learning.

# Did you know...

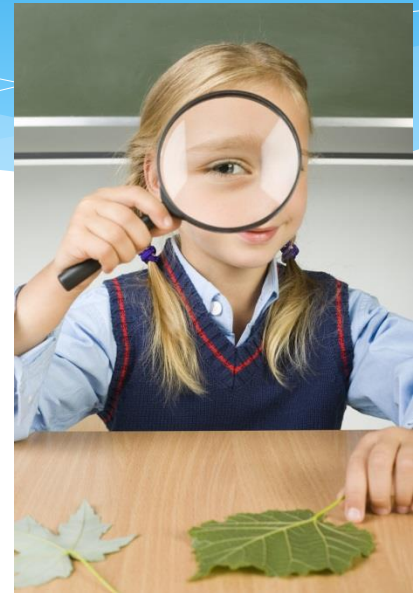
- \* Children's approaches to learning at school entry (beginning of kindergarten) are key predictors of reading and math achievement throughout the primary grades
- \* The classroom environment affects how young children approach learning
- \* Teacher – child interactions have a great impact on how young children approach learning

YES... You still learn!

What is your approach to  
learning?

# Learning Styles


- \* Learning styles define
  - \* Sensory style
    - \* Tactile
    - \* Kinesthetic
    - \* Auditory/visual
  - \* Pacing or timing
    - \* Quick and multitask
    - \* One project at a time – slow and steady
  - \* Social Context of Learning
    - \* Do you work better alone
    - \* Do you work better in a group?



# Approaches to Learning

- \* Defines a person's METHOD and ATTITUDE towards learning
  - \* Persistence/Engagement
  - \* Initiative/Curiosity
  - \* Reasoning/Problem Solving




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- \* Children begin to develop behaviors and characteristics at an early age
  - \* Children differ in their approaches to learning early on
  - \* Children's approaches to learning influence their school readiness and school success
  - \* Children's experiences at home and in early childhood settings can strengthen or undermine their positive approaches to learning
  - \* Early childhood programs can implement specific strategies that will promote positive approaches to learning.

# A deeper Look at the Approaches to Learning




# Initiative and Curiosity

- \* Each group will receive a “surprise bag”
- \* As a team of 3 to 4, you will
  - \* Brainstorm what you want to know and how you will find out what is in it
    - \* Develop questions you want answered – and how will you answer them?
    - \* Find the answers to your questions
    - \* What is in the bag?

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- \* As you completed this task?
    - \* Were you curious?
    - \* How did you show initiative?
      - \* Using resources around you?
      - \* Asking questions?
      - \* Working as a team?
  - \* Consider the strategies that you used for this activity.  
Take a moment to consider how you promote initiative and curiosity in your classroom?


# Engagement and Persistence

- \* At your tables, you have an envelope. When it is time, you will open the envelope and follow the instructions.

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- \* Did you get frustrated?
    - \* What did you do when you were frustrated? Did you have support from anyone?
  - \* Were there times that you had to use problem solving skills to complete your task?
  - \* Were there multiple steps to your task?
  - \* Consider the strategies that you used for this activity. Take a moment to consider how you Engagement and Persistence in your classroom?

# Reasoning/Problem Solving

- \* A group of six people forms a circle.
- \* Each person puts the right hand into the center of the circle and clasps hands with one other person who is not standing next to him or her.
- \* Then everyone puts their left hand into the circle and clasps hands, again making sure that person is not standing next to them.
- \* They should be holding two different people's hands.
- \* The goal is to untangle the knot without letting go of anyone's hand.

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- \* What problem solving techniques did you use?
    - \* Did you have support from anyone?
  - \* Were there multiple steps to your task?
  - \* Consider the strategies that you used for this activity.  
Take a moment to consider how you  
Reasoning/Problem Solving in your classroom?

# Promoting Approaches to Learning

- \* Use of small group activities
- \* Integrated curriculum
- \* Play or “playful learning”

# How Kentucky's Early Childhood Standards promotes Approaches to Learning

- \* While Kentucky does not have an “Approaches to Learning” Standard, Approaches to Learning has been embedded throughout all the standards.



**English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.****Benchmark 3.3: Demonstrates knowledge of the alphabet.**


Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Recognizes some letters of the alphabet.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Erin recognizes some letters in her name. As she is walking down the hall, she points to EXIT sign and says, "That's like my name!"</li> <li>Rudy recognizes some letters in environmental print ("d" in door, "s" in stop). (Initiative and Curiosity)</li> <li>When looking at the magnetic letters, Alex picks up the "A" and says, "That's in my name."</li> </ul>	
<p>Recognizes some letters and words in print.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>As his Mommy is looking at the book with him, Calvin points to the letter "C" and signs "C".</li> <li>Ilesha is able to read "The End," "Goldilocks" and other frequently seen words.</li> <li>Jon picks out his name on the computer icon screen and says "That's my name." (Initiative and Curiosity)</li> </ul>	
<p>Identifies some known letters of the alphabet in familiar and unfamiliar words.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>When looking at a book, Becky points to the "B" says, "That "B" is in my name."</li> <li>When holding a "J" magnet letter, Suzy says, "That letter is in John's name."</li> <li>Allie feels the Braille letters on her name card and says, That's me...A-l-l-i-e." (Initiative and Curiosity)</li> </ul>	

**Program of Studies: Big Ideas: Forming a Foundation (Reading)**

**Head Start Outcomes: Literacy – Alphabet Knowledge** \*Identifies 10 letters of the alphabet, especially those in their name. \*Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

# How to promote Positive Approaches to Learning at home

- \* [NAEYC Parent Resource](#)
- \* [PBS](#)
- \* Newsletter articles about promoting approaches to learning at home
- \* Modeling positive strategies by communicating children's accomplishments, interests, and excitement about what they are learning.

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- \* You have been asked to develop a 30 second PSA to describe to families what “approaches to learning” is.
  - \* At your tables, work to create your PSA.
  - \* Be prepared to share.

# Questions



# Thank You for attending.

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